



Overview of the Partnership for Assessment of College and Career Readiness (PARCC)

October 2010

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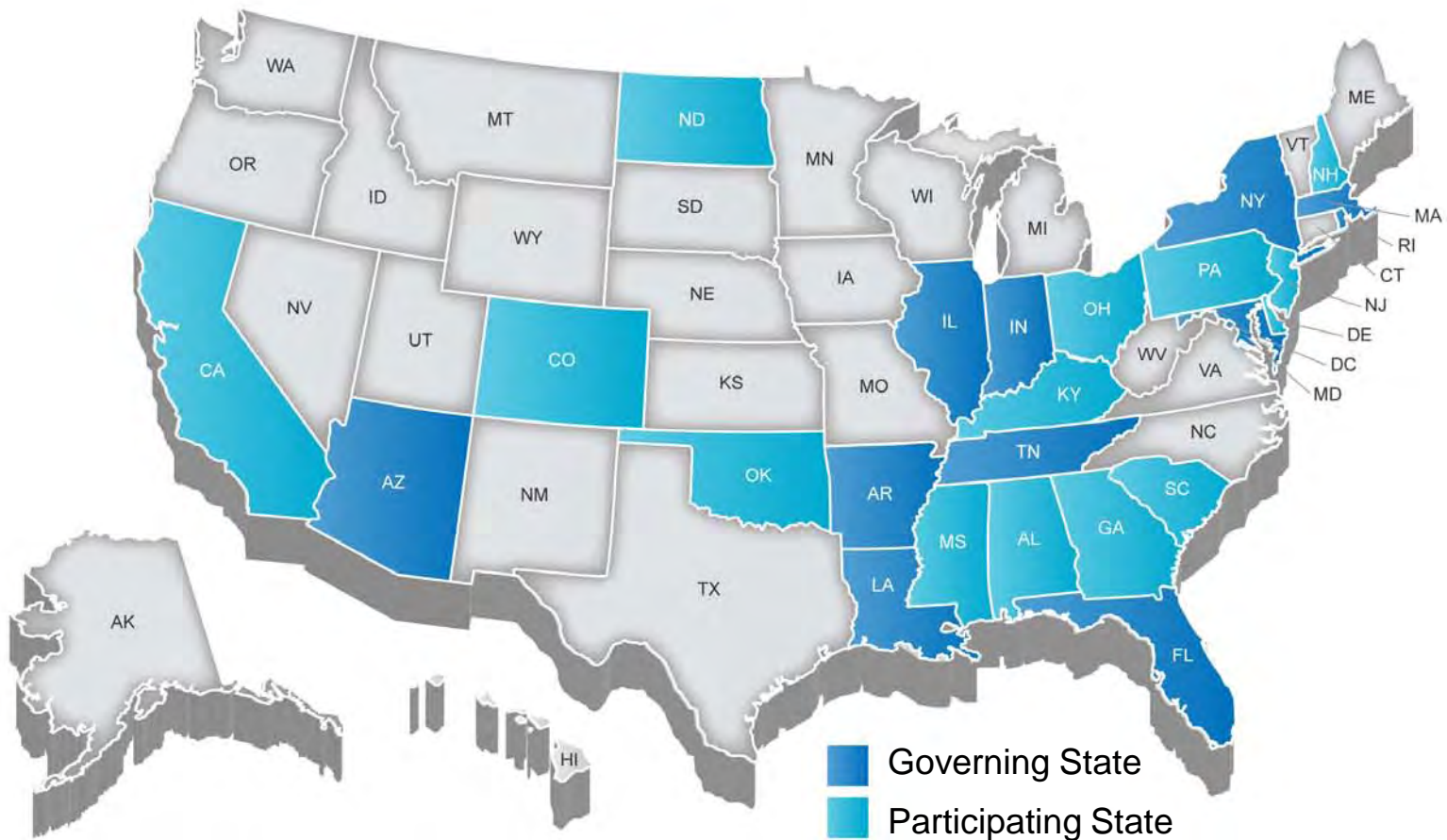
Race to the Top Assessment Program Competition



- ◆ \$350 million of Race to the Top Fund set aside for awards to consortia of states to design and develop common K-12 assessment systems aligned to common, college- and career-ready standards.
- ◆ Competition asked consortia to design assessment systems that meet dual needs of:
 - Accountability
 - Instructional improvement
- ◆ In September 2010, the U.S. Department of Education awarded two grants:
 - Partnership for Assessment of Readiness for College and Careers (PARCC)
 - Smarter Balanced Assessment Consortium (SBAC)
- ◆ The winning consortia have four years to develop assessments systems, and participating states will administer new assessments statewide by 2014-2015.



PARCC States



PARCC States



12 Governing States

- Arizona
- Arkansas
- District of Columbia
- Florida (*Fiscal Agent*)
- Illinois
- Indiana
- Louisiana
- Maryland
- Massachusetts (*Board Chair*)
- New York
- Rhode Island
- Tennessee

14 Participating States

- Alabama
- California
- Colorado
- Delaware
- Georgia
- Kentucky
- Mississippi
- New Hampshire
- New Jersey
- North Dakota
- Ohio
- Oklahoma
- Pennsylvania
- South Carolina



PARCC Project Management Partner



- ◆ PARCC selected Achieve as its Project Management Partner – to play a key role in coordinating the work of the Partnership, leveraging the organization’s deep experience in developing educational standards, including helping develop the Common Core State Standards, and its experience leading multi-state assessment development efforts anchored in college- and career-ready goals.
- ◆ Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work, and citizenship. It was created by the nation’s governors and business leaders in 1996 following the first National Education Summit.
- ◆ Achieve’s Board is co-chaired by Gov. Phil Bredesen (D-TN) and Intel Chairman Craig Barrett and consists of Democratic governors, Republican governors and CEOs.





PARCC Theory of Action

PARCC's Fundamental Goal

States in the Partnership are committed to building their collective capacity to increase the rates at which students graduate from high school prepared for success in college and the workplace.



Theory of Action: Assessment System Design



- ◆ **More Meaningful Standards:** The Partnership's assessment system will be anchored in the Common Core State Standards which are consistent across states, clear to the public, and provide an on-ramp to college and careers.
- ◆ **Higher Quality Tests:** PARCC assessments will include sophisticated items and performance tasks to measure critical thinking, strategic problem solving, research and writing.
- ◆ **Through-Course Testing:** Students will take parts of the assessment at key times during the school year, closer to when they learn the material.
- ◆ **Maximize Technology:** PARCC assessments in most grades will be computer based.
- ◆ **Cross-State Comparability:** States in PARCC will adopt common assessments and common performance standards.



Theory of Action: Intended Outcomes



States in PARCC will use the common assessments to:

- ◆ Report achievement results based on a clear definition of **college and career readiness**, so students will know if they are on track early enough to make adjustments.
- ◆ **Compare results against a common high standard** because readiness shouldn't differ across states or income levels.
- ◆ Help make **accountability** policies better drivers of improvement by basing them on more sophisticated and meaningful assessments.
- ◆ **Promote good instruction** by providing teachers useful, meaningful and timely information, which will help them adjust instruction, individualize interventions, and fine-tune lessons throughout the school year.



Theory of Action: Key Stakeholders



Teachers, School Leaders, District Administrators, and State Officials

- ◆ Stakeholders will regularly and quickly have a wider variety of useful performance data.

Higher Education

- ◆ Assessments will identify whether students are ready for and prepared to succeed in entry-level, credit bearing postsecondary courses by the time they graduate from high school.

Parents, Students, and the Public

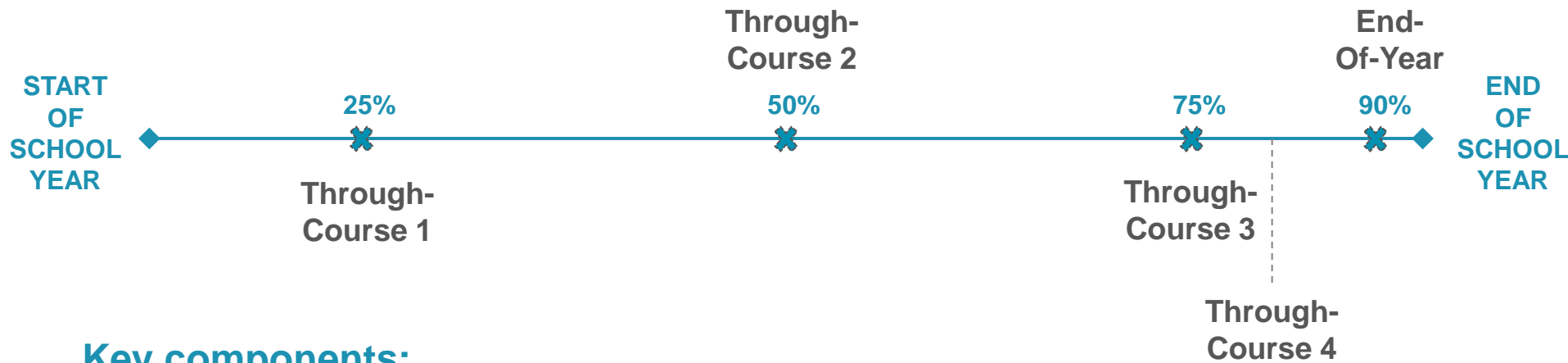
- ◆ The Partnership's assessments will, for the first time, give information about student performance relative to children in other states and against achievement standards anchored in college- and career-ready knowledge and skills.





PARCC Assessment System Design Elements

Assessment System Design: Distributed Summative Assessment

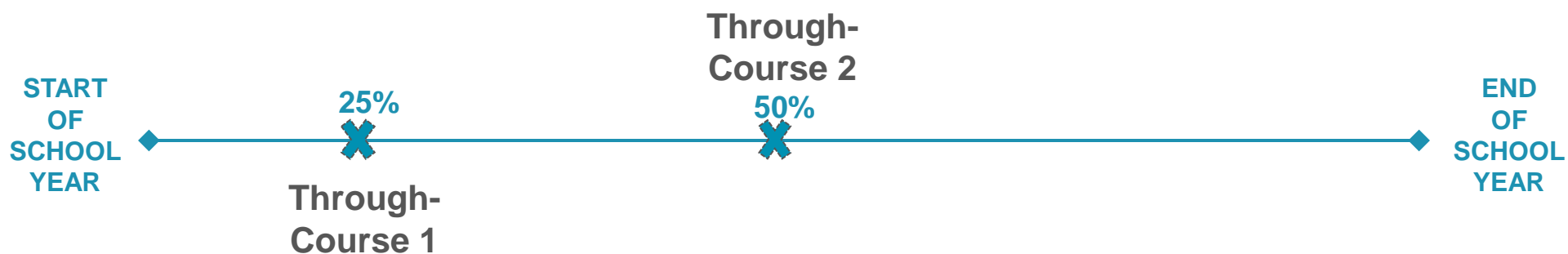


Key components:

- ◆ Three through-course components distributed throughout the year in ELA and mathematics, grades 3-11.
- ◆ One Speaking/Listening assessment administered after students complete the third through course component in ELA; required but not part of summative score – could be used for course grades.
- ◆ One end-of-year assessment



Assessment System Design: Distributed Summative Assessment



Through-Course 1 and 2:

- ◆ **ELA-1 and ELA-2:** One or two tasks involving reading texts, drawing conclusions, and presenting analysis in writing.
- ◆ **Math-1 and Math-2:** One to three tasks that assess one or two essential topics in mathematics (standards or clusters of standards).



Assessment System Design: Distributed Summative Assessment

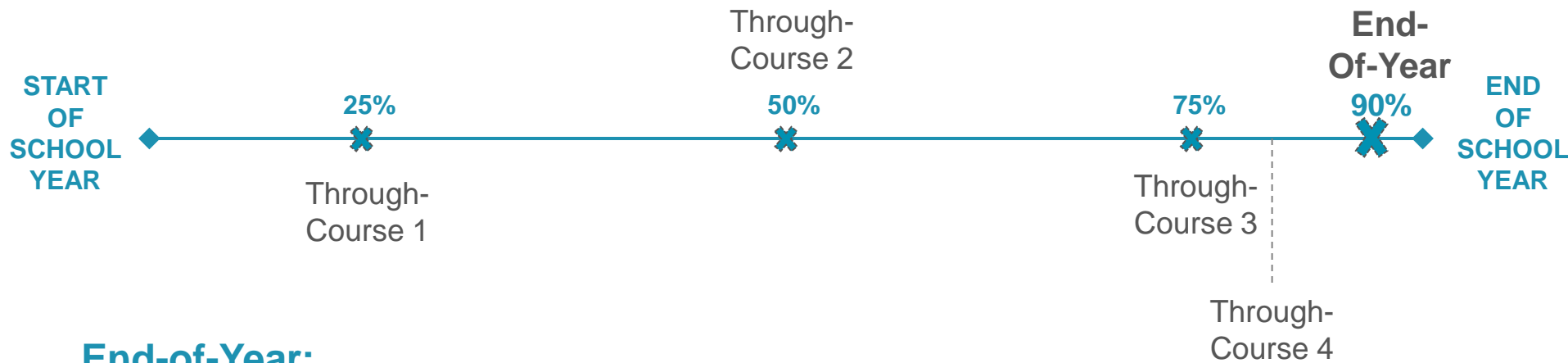


Through-Course 3 and Through-Course 4 (ELA only):

- ◆ **ELA-3:** Performance task(s) that require evaluating information from within a set of digital resources, evaluating their quality, selecting sources, and composing an essay or research paper.
- ◆ **ELA-4** (speaking and listening): Students will present their work from ELA-3 to classmates and respond to questions. Teachers will score, using a standardized rubric, and can use results in determining students' class grades.
- ◆ **Math-3:** Performance task(s) that require conceptual understanding, procedural fluency, and application of mathematical tools and reasoning.



Assessment System Design: Distributed Summative Assessment



End-of-Year:

- ◆ **EOY:** Comprehensive, computer-scored assessment that includes a range of item types, including innovative, technology-enhanced items. Enables quick turnaround of student scores.

A student's summative score—used for accountability purposes—will include his/her performance on Through-Courses 1, 2, and 3 as well as the End-of-Year assessment.



Assessment System Design: Distributed Summative Assessment



Administration and Scoring:

- ◆ Overall assessment system will include a mix of constructed response items, performance tasks, and computer-enhanced, computer-scored items.
- ◆ Assessments for grades 6-12 will be administered via computer while 3-5 will be administered via paper and pencil (in the short term).
- ◆ Combination of artificial intelligence (AI) and human scoring will be employed; states will individually determine the extent to which teachers will be involved in scoring.



Assessment System Design: Formative Assessment



Formative Tools:

- ◆ **Partnership Resource Center (PRC):** an online, digital resource that includes two supports –
 - Released items with item data, student work, rubrics.
 - Model curriculum frameworks.
- ◆ **Text Complexity Diagnostic Tool:** a computer-adaptive tool to identify students' proximate zone of development and supply suggestions for appropriate texts for students to read.
- ◆ **K-2 Assessments in ELA/Literacy and Mathematics.**



Professional Capacity-Building



The Partnership's Professional Capacity-Building Plan:

- ◆ A leadership cadre of content experts (Higher Ed and K-12)
- ◆ Training tools for implementation of assessment system
- ◆ Training tools for interpreting and using assessment results
- ◆ Additional tools related to the CCSS and the common assessments:
 - Curriculum frameworks
 - Sample tasks and items



Communications and Engagement



Partnership-Wide and State-Level Communications Mechanisms:

- ◆ Public outreach beginning in Fall 2010
- ◆ Targeted coalition-building within each state
- ◆ College-ready outreach strategy for students and families
- ◆ K-12 educator engagement strategy
- ◆ Higher education engagement strategy





Higher Education Engagement

Higher Education: Key PARCC Partner



- ◆ 200 postsecondary systems and institutions across all 26 PARCC states – representing nearly 1,000 campuses – committed as partners.
- ◆ Role of Higher Education:
 - Partner with K-12 to develop college-ready high school assessments in English and mathematics.
 - Guide long-term strategy to engage all colleges and universities in PARCC states.
 - Lay groundwork for implementation of college-ready high school assessments as valid placement instruments for credit-bearing courses.
- ◆ Ultimately, PARCC college-ready assessments will help many more students enter colleges better prepared – and much more likely to persist in and complete degree and certificate programs.



Setting College-Ready Performance Standards



To set college-ready performance standards on the high school assessments, PARCC will use evidence from research such as:

- **Concurrent validity studies** that compare performance on PARCC assessments with SAT, ACT, Compass, Accuplacer and other similar assessments.
- **Predictive validity studies** that document the relationship between performance on PARCC assessments and subsequent performance in first year courses.
- **Judgment studies** by postsecondary faculty rating the importance of specific standards and test items for success in first year courses they teach.
- **Alignment studies** that examine the relationship between content and student work in first year courses and what PARCC assessments measure.



Higher Education Engagement



◆ College-Ready Advisory Committee:

- Include system and institution chancellors/presidents from partnership states.
- Engage institutions and faculty on the use of college-ready assessments as an indicator of students' readiness.

◆ College-Ready Working Groups:

- Include faculty from mathematics, English, composition, and other relevant disciplines.
- Participate in all aspects of test development, including developing test specification and participating on test development committees.
- Participate in a robust, research-based process to set the college-ready achievement levels.



Expected Outcomes of Higher Education Involvement



- ◆ Better alignment of high school curricula with first-year college courses.
- ◆ Development of “bridge courses” and exploration of dual enrollment policies.
- ◆ Targeted college readiness supports to help students make the transition.
- ◆ Alignment of exit standards in high school with placement expectations of postsecondary systems.

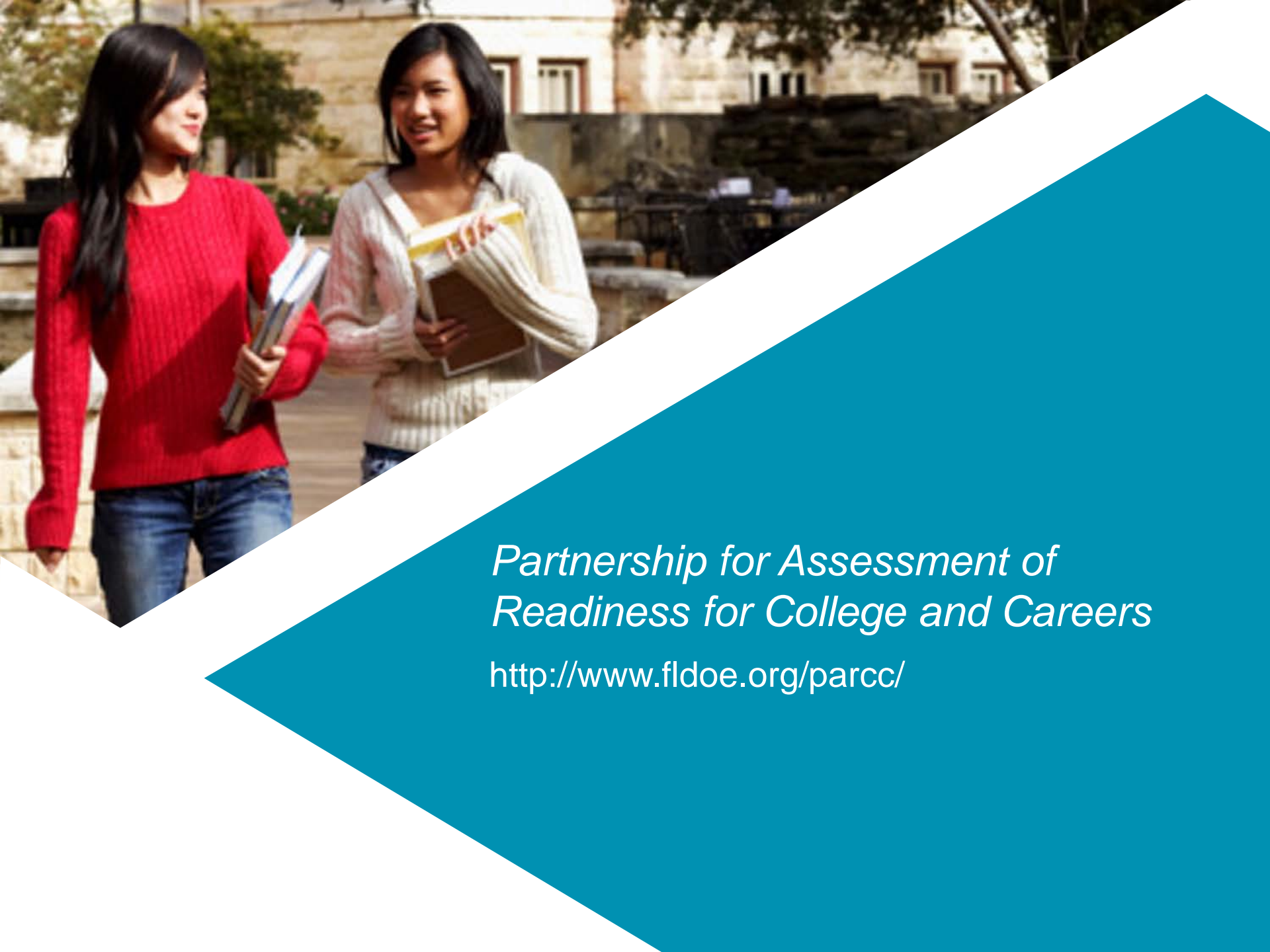




Timeline

PARCC Timeline





*Partnership for Assessment of
Readiness for College and Careers*

<http://www.fldoe.org/parcc/>